

ACHIEVING A MORE DIVERSE LEHIGH



Update on specific actions from AY 02-03 and initiatives underway for AY 03-04

For Lehigh to grow and thrive, we must achieve greater diversity—among our students, faculty and staff. Diversity is not just about people; it is also about behavior and attitudes. Lehigh's campus environment should foster open, creative interaction where all people can freely and confidently contribute to our community...

LEHIGH
UNIVERSITY.

INTRODUCTION

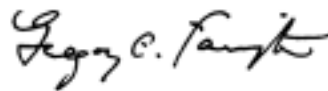
Last year, we initiated a process to examine diversity on our campus, and to make recommendations toward attaining a more diverse Lehigh. One result of that process was “Achieving a More Diverse Lehigh,” a document that was shared with the campus community last fall outlining the challenges and opportunities that lie ahead.

It is now about one year later, and I am pleased to report that we have made significant progress in many areas. I also must say that there is much more to be done to attain our long term goals. Some of the most significant accomplishments over the last year include:

- Relocation and strengthening of programming for UMOJA House
- Renovation of Coxe Hall to create what will soon be the International Center, housing the Office of International Students and Scholars, the Study Abroad Office, and the English as a Second Language (ESL) department
- Appointment of Lehigh’s first university ombudsperson
- Increasing the number of multicultural students applying and enrolling in the Class of ’07. The number of multicultural matriculants increased 31.5%.
- Considerable progress in faculty hiring

These are only highlights. In many instances, it turned out to be difficult to clearly separate out specific diversity initiatives—not because they are not underway, but because diversity has become much more integrated in our university culture. That’s a sign of success.

Please join with me in making even more progress this coming year.



Gregory C. Farrington

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1. Minority Recruiting

Esther Gonzalez was hired as director of the minority recruitment program and Roobhenn Smith '02 as the assistant director.

Update: Gonzalez and Smith developed a range of new and redesigned programs to help recruit minority students to Lehigh. They engage both current and prospective students and include a Multicultural Ambassadors Program (selected Lehigh students undergo training to serve as hosts and retain contact with prospective students), a Multicultural Open House for prospective students, and the M-Life Program for accepted multicultural students who are in the final stages of deciding which college to attend.

2. Admissions Officers Training

All of the admissions staff have been charged with the responsibility of achieving greater diversity among the entering class of students. Admissions officers have been informed that they will be evaluated on their success in increasing the diversity of their applicants/matriculants. Naturally, some are responsible for regions that have fewer potential candidates than others, but the goal will be to increase the numbers within the context of the area regardless of the volume. The entire admissions staff will have a formal program of diversity training before they begin their fall travel.

Update: The director of the Office of Multicultural Affairs provided training to the admissions staff prior to their admissions travel in fall '02. The training dealt with diversity issues related to ethnicity, sexuality, religion and socio-economic status. The good news is that the number of students from multicultural backgrounds who applied and matriculated increased significantly:

Year	Applicants	Offers	Matriculants
2003	1308	574	146 (25.4%)
2002	1280	560	111 (19.8%)

3. Admissions Lobby

The lobby area of admissions is being remodeled to include pictures that will more accurately reflect Lehigh's vibrancy and commitment to diversity.

Update: The Admissions lobby was remodeled with photos illustrating the diversity of students and events on campus.

4. Literature

Admissions literature and web site have been redesigned to provide more comprehensive imagery and messages about diversity at Lehigh. A specific web page addressing multicultural admissions issues is currently being created.

Update: All admissions materials designed for 2003 reflect Lehigh's commitment to diversity. The multicultural recruitment web page has been redesigned. An e-mail account for multicultural recruiting has been created to enhance communications between the admissions staff and prospective students.

5. Coordination

Bruce Gardiner and Esther Gonzalez will work with the Office of Multicultural Affairs to develop more effective strategies to recruit students from diverse backgrounds.

Update: The multicultural recruiting staff worked closely with the Office of Multicultural Affairs to plan the “Lehigh Leaders” program (soon to be the Multicultural Achievers Program). Prospective students participating in this program experienced Lehigh’s academic and social environments during a visit that included an overnight stay. The director of Multicultural Affairs also participated in the Multicultural Open House event, presenting a session about Lehigh and engaging current and prospective multicultural students in a panel discussion.

6. Best Practices

Bruce Gardiner and Esther Gonzalez are reviewing best practices at other institutions regarding diversity in admissions and also reviewing Lehigh’s current financial aid policies as they relate to effectiveness in achieving diversity.

Update: Gonzalez and her staff of student interns researched multicultural recruitment practices at other universities. They were pleased to discover that Lehigh’s multicultural admissions efforts compare favorably with those at other institutions. The admissions staff will continue to explore opportunities to provide stronger financial aid packages for multicultural students.

7. West Coast Recruiting

John Leiner ’01 has been hired as Lehigh’s first full-time west coast student admissions representative. He is based in San Francisco and will cover the western states. California, in particular, has a large and growing population of prospective students of Latino and Asian-American backgrounds.

Update: Leiner continues to serve Lehigh on the west coast, and applications from students in that area of the country have increased. John works closely with the multicultural recruitment staff. This year, multicultural students from the west coast will be invited to participate in the Multicultural Achievers Program.

8. International Recruiting

Eric Weinhold was hired in AY 01 as Lehigh’s first full-time international student recruiter.

Update: The target areas for Lehigh’s international recruitment efforts in 2003 include Asia, Europe and the Middle East. This year, Weinhold will include India, Turkey, Vietnam, Oman and Egypt in his country visits. Lehigh is striving to have a student population with 5 percent international students by the year 2008. To achieve this goal, it is necessary to matriculate 60 new international students to campus annually.

See appendix A for a summary of peer enrollment.

1. Hiring Pools

Faculty search committees will be required to demonstrate that they have actively sought and considered appropriately diverse pools of candidates. Searches that fail to do so will be closed.

Update: Faculty search committees have actively sought candidate pools with more diverse applicants. As a result, no faculty searches were closed due to lack of diversity in the candidate pool. It is obvious, of course, that we still have significant work to do if we are to make Lehigh's faculty as diverse as it should be. In addition, the University is in the process of updating the Affirmative Action Plan and designing a variety of strategies so that the abovementioned goals are achieved when hiring new faculty (and staff). In cases of faculty hires, the provost and deans work with search committees to ascertain that each group is working vigorously to identify diverse candidates for the applicant pool. For further information on overall faculty hiring statistics, refer to appendices B and C.

2. University-wide Faculty Mentoring

An important perspective on the status of women faculty at Lehigh, particularly those who have left for other positions, has been provided by a group of Lehigh faculty who are preparing a proposal to the NSF regarding the status of women faculty in science and engineering ("ADVANCE" project). The group includes Gail Cooper, associate professor of history; Diane Hyland, professor of psychology; Patricia Ingham, associate professor of English and director, women's studies; and Hannah Stewart-Gambino, professor of political science and associate dean of the College of Arts and Sciences. Drawing on the insight gained from the ADVANCE proposal, Provost Yoshida will work with faculty and others to design a university-wide program for the mentoring of faculty in their early years at Lehigh.

Update: Several initiatives were advanced in FY 03. The first two, the resource guide and mentoring program, are explicit attempts to make institutional policies and procedures as open, transparent and fair as possible. These initiatives not only improve our overall institutional policy framework, but also make this framework accessible to faculty who would traditionally not have had access to informal sources for this information. Current research supports the connection between the development of institutional policies and procedures perceived to be open and the retention of a diverse workforce.

- A resource guide for new faculty, with links to the university's policies and procedures, was developed. All faculty members can now easily access relevant information on teaching, research and leadership opportunities and expectations through the guide. It also provides more detailed information on their individual relationships to the university, as employees, as well as candidates for leaves, promotions, tenure, etc.
- A mentoring program for new faculty was designed for implementation in each of the four colleges in FY 03 or FY 04, with a university-wide opportunity for mentors to explore the challenges and opportunities of this role, as well as for mentees to have a thoughtful introduction to what their expectations for such a relationship should be. The university-wide session is being designed by a working group convened by Provost Yoshida and led by Dean Mohamed El-Aasser.
- Revision of the ADVANCE proposal is in progress, led by Diane Hyland, professor of psychology and director of the women's studies program for FY 04, and supported by Dean Mohamed El-Aasser and Interim Dean Carl Moses. NSF is expected to reopen the competition in spring '04, with possible funding as early as summer/fall '04.

– In support of the ADVANCE proposal findings to date, Deans Moses and El-Aasser and Provost Yoshida have provided permanent funding for a full-time tenure track position in Women's Studies. Because of the high visibility of the Director position, the multiple constituencies that are stakeholders, and the multidisciplinary nature of the program, the search committee chaired by Professor Hannah Stewart-Gambino, associate dean of CAS, is balanced between representatives of the Women's Studies Steering Committee (4) and other representatives of Gender Studies, Engineering, and the Administration (3). In addition, the CAS faculty are balanced between the Humanities (3) and the Social Sciences (2 plus the Chair). Candidates are expected to be brought to campus early in the spring semester, so that an appointment can be made for the FY 05 school year.

STAFF HIRING

In the coming year, the HR office will strengthen its efforts to encourage the hiring of underrepresented groups, in particular by beginning each search with a discussion with the hiring supervisor about the diversity and composition of his/her department, prior recruiting efforts, results, the university's commitment to emphasizing diversity in all job searches, appropriate advertising strategies for each position, and, when appropriate, an orientation program for search committees that includes important elements of the hiring process that support diversity efforts.

The office will be preparing proposals regarding additional advertising strategies as well. Efforts to recruit diverse pools of applicants are most effective when they occur early in the hiring process. This is where HR can continue to be of assistance to the hiring supervisor.

Update: HR recruitment staff made significant efforts to work more closely with hiring supervisors to recruit and hire employees from underrepresented groups by meeting with each hiring supervisor at the beginning of the search. The list of recruitment sources provided to hiring supervisors was reviewed, analyzed and enhanced, especially in the area of internet recruiting. In addition, HR staff met with members of search committees to discuss and target recruiting strategies. HR met with several advertising firms and developed a proposal to expand advertising and marketing efforts. The Office of Human Resources also presented an annual series on employment processes entitled "Hiring for Diversity". Topics included: Building the Applicant Pool, Screening and Interviewing, Check Before You Hire, and Maintaining a Diverse Department. In September 2003, an article appeared in the Human Resources newsletter, *Spotlight*, discussing diversity in the workplace and offering suggestions for hiring supervisors to establish a diverse work environment.

Results of hiring efforts in 02-03 were very positive. The total number of staff hired was 124, of which 20 (16%) are members of underrepresented groups, an increase from 13% in the previous year. The nonexempt staff hiring process also achieved positive results with 15 of 69 new hires (22%) being members of underrepresented groups, an increase from 18% the previous year. In the exempt staff area, 5 of 55 new hires (9%) are members of underrepresented groups, an increase from 8% the previous year.

Among non-exempt employees, 65% of those hired this year are women, an outcome comparable to that of last year. However, in the exempt area, 36 of 55 (65%) new hires were female, an increase from 42% the prior year.

1. Ombudsperson

We will appoint Lehigh's first ombudsperson in the 2002-03 academic year. An ombudsperson works independently, objectively, and confidentially to assist in mediating and resolving misunderstandings and disagreements relating to the official activities of the university.

Update: Vince Munley was appointed as Lehigh's first Ombudsperson in October '02, and will serve in the role until October '05. A website for the Office of the Ombudsperson will be launched in October '03 and an article about the office will appear in the October HR *Spotlight* publication.

2. Equal Opportunity / Harassment Policy Officer

In accordance with the new harassment policy drafted by the EOHP Task Force, which has been endorsed by the faculty as well as by student and staff representatives, we will appoint a formal harassment policy officer who will be responsible for investigating any formal harassment complaint against any faculty member, working in concert with a faculty member selected from a three-member committee appointed for this purpose. The investigator will also work with the manager of employee relations in investigating any formal complaints against a staff member, and will serve as one of many "input points" for informal complaints.

Update: Professor Christine Cole now serves as Lehigh's harassment policy officer. Faculty investigator committee members include Professors Rosemary Mundhenk, Jack Paul and Gerry Lennon. Any complaints raised were handled using the process outlined in the harassment policy.

3. Harassment Policy Implementation

A multi-tiered communication and training program is underway to implement the new harassment policy campus-wide. The planning will include: e-mail communication to all students, faculty and staff providing a brief description of the new policy and a link to the web posting; inclusion of the harassment policy in the new student (first year and transfer) orientation for all undergraduates at the start of the fall semester; inclusion of the harassment policy in the RA/TA/GA training provided at the start of the fall semester to all graduate students who will be serving in any of those roles; a presentation during the fall semester by an outside legal expert (and open to all faculty) on the policy and its underlying legal requirements; training for the individuals identified as informal entry points in the policy (roughly 80-90 faculty and staff on campus); training for informal problem solvers, a much smaller set taken from the 80-90 entry points, in mediation skills, communication skills, etc; and training for formal investigators on the specifics of performing and documenting an appropriate formal investigation.

Update: A system for harassment and discrimination complaints was initiated last year. As part of this on-going plan, a letter from the President is distributed to the campus community, an article appears in the HR *Spotlight* publication, and the harassment policy is available for review on Lehigh's website. New employees undergo harassment policy training and receive a booklet about the topic. Harassment policy training is required for new supervisors, department chairs and TAs and is available for RAs and GAs. An informal network is in place for individuals to discuss issues related to harassment with other members of the university community who have been trained in this area. Additionally, legal updates about harassment are offered periodically for all supervisors.

4. Campus Report

We will present a full summary of progress on the various initiatives outlined in this report to the campus at the end of this academic year.

Update: A report on progress was presented to the campus in December '02. The 2003 progress report will also be shared with the campus community.

CAMPUS CLIMATE

1. Hiring Pools

Continue to actively recruit, hire and retain diverse professional staff (John Smeaton).

Update: The Student Affairs Division is pleased to recognize diversity within their staff, where among the 39 exempt employees, 24 are women and three men are from underrepresented groups. Included in the numbers is the addition of a man employed as the Sexual Violence Prevention Coordinator in the Women's Center.

2. Student Engagement

Increase engagement of diverse students in campus life (Sharon Basso, Kristin Handler, Karen Huang).

Update:

- For the first time, the legacy student selected as the mace bearer for the 2003 Freshman Convocation ceremony was a student of color.
- Thirty percent of the Women's Center student workers are presently students of color.

- Students from multicultural populations were recruited to serve on departmental and campus-wide committees, including the Student Life Policy Review Committee, Student Life Leadership Awards Selection Committee, Student Center Advisory Board, and University Productions.

- During the 2002-03 academic year, the Office of Multicultural Affairs collaborated with the Graduate Student Council, the Women’s Center, and faculty to host Multicultural Cooking Classes and Graduate Women’s Luncheons.

3. Student Programs

Increase number and awareness of culturally diverse programs offered – social, educational, service, learning, etc. (Tom Dubreuil, Tara Frank, Kristin Handler); create cross-cultural programming partnerships among student clubs and organizations (Tara Frank).

Update: During the AY 2002-2003:

- The Office of Residence Life sponsored 100 programs related to diversity which were attended by a total of 1,355 students. Examples of programming included: Latin Jazz Extravaganza, Homosexuality & the Bible, Diwali Festival of Lights, Turkish Cultural Dinner, *Lost Boys of Sudan* (movie and discussion), and Hanukhristanza (Hanukkah, Christmas and Kwanza celebration).

- The Office of Multicultural Affairs sponsored over 200 campus-wide programs, workshops and events. Examples of new initiatives include:
 - Multicultural Mondays (food offered every Monday from various cultures)
 - The recognition and celebration of Native American Heritage Month in November
 - Proud To Be Out Celebration
 - The “Celebrating Our Own” program— a Faculty/Staff of Color speaker’s series

- Lamberton Late Night events sponsored by cultural organizations on campus have doubled. Examples of programs and sponsors include:

- The Maya Azucena Band and R&B Artist Jeremy James (Dean of Students, Multicultural Admissions)
- Joe Adams Band and Students’ Tribute to Soul (Multicultural Affairs, National Society of Black Engineers)

- The number of service projects offered during the University’s Martin Luther King Celebration Week doubled.

- The “Eyes Wide Open” interactive workshop was presented throughout campus during Hunger and Homelessness Awareness Week.

- Culturally-focused student groups co-sponsored events such as a poetry slam with a pan-Asian performance group, the feedBACK poets of NYC.

- The Women's Center co-sponsored and publicized *Surface Transit* at Zoellner Arts Center, a show by African-American performance artist Sarah Jones.
- A racially/ethnically diverse cast performed Lehigh's third annual benefit performance of *The Vagina Monologues*, a theatrical piece dealing with women's issues co-sponsored by the Women's Center.
- International Week is an annual event for all students, faculty and staff at Lehigh. A variety of activities were held, sponsored by campus organizations such as the Global Union, Japanese Society, Russian Club, and Turkish Students Club. Examples of events include:
 - Lectures: "America: Salad Bowl or Melting Pot?" and "International Etiquette"
 - International Movie Nights
 - International Food/Music events
- The tradition of the International Bazaar was continued for the 16th year. Samples of cultural food were available, and many student organizations presented traditional dances or other demonstrations from the cultures represented (i.e. Greek and Indian dancing, martial arts presentations, etc.).
- Diversity of thought was also evident at various events held throughout the year. Two of the most notable included campus visits by General Zinni, a key military leader in the first Iraqi conflict, as well as Imad Musa, a representative of the Al-Jazeera Arab television network. Both spoke to full auditoriums of faculty and students.
- The Women's Center, the Safe Space program and the student LGBTQ club, spectrum, co-sponsored a poetry reading by lesbian slam poet Alix Olson which was attended by over 200 people.

4. Environment

Create more culturally sensitive and welcoming physical environments in student facilities – University Center, Ulrich Student Center, Lambertson (Carol Hill, Tara Frank, Michelle Samuels).

Update:

- Coxe Hall, located in the center of campus, is being renovated to serve as the International Center. The Global Union, the Office of International Students and Scholars, ESL classrooms and offices, and the Study Abroad Office will all be housed in Coxe.
- Extensive decoration/visual displays throughout various student center spaces occurred during Cultural Heritage Months and during special programs (i.e. Black History, Kwanzaa, Ramadan, Asian Pacific Heritage, Proud To Be Out Week, Women's History Month, etc.).
- A mural capturing campus diversity has been approved to be painted this fall in the Ulrich Student Center.

5. Excel Program

Evaluate and enhance Excel Program (Stephan Coggs).

Update:

– The number and diversity of Summer Excel Program participants increased in 2003 and the diversity of the Peer Counselor Staff was expanded to include individuals from the following backgrounds: African-American/Black, Latino, Asian, multi-racial, and international student counselors.

– The University Counseling and Psychological Services staff conducted personal development seminars addressing issues of race, socialization, adaptation and peak performance.

6. Safe Space

Revitalize Safe Space Program (Stephan Coggs).

Update:

– A mission and goal statement in support of Gay, Lesbian, Bisexual, Transgender, Questioning and Ally (GLBTQA) populations' needs and concerns was developed.

– The Office of Multicultural Affairs offered weekly training workshops, outreach programs, educational initiatives, and/or celebratory programs to increase campus awareness of, and support for, GLBTQA populations.

– Safe Space outreach materials and resources were enhanced and restructured for wide distribution on and off the Lehigh campus.

– Partnerships were reestablished with the Safe Space campaign and PFLAG in the local Bethlehem and Allentown community.

– A professional staff member (residence life coordinator) was assigned to work with the assistant dean of multicultural affairs on GLBTQA issues and programs as a quarter-time responsibility.

– SPECTRUM, the student LGBTQ social group now formally recognized as a club by Student Senate, sponsored a welcome back reception in September '03 in Zoellner Arts Center. President and Mrs. Farrington attended along with numerous faculty, staff, and students.

7. Student Support

Increase level of demonstrable support for students of color, women, GLBT students and other culturally diverse students (Sharon Basso, Kristin Handler, Karen Huang, Michelle Samuels, Tom Dubreuil).

| *Update:*

– An informal faculty-student mentoring network was created for Asian heritage undergraduates and traditionally underrepresented undergraduate women of color.

– The theatre department developed the play *Untold Truths* to address issues faced by African-American/Black students on predominantly white college campuses. In November of 2003, the theatre department will present *Speaking Freely: Diverse Lehigh Voices*. This piece, written by theatre professor Kashi Johnson and Lehigh students, is a continuation of *Untold Truths*, and audiences will be invited to engage in the free exchange of ideas during the second half of each performance.

– The Dean of Students office worked with students to create positive programming, affirming diversity as a university community, in response to the Westboro Baptist Church's campus protest.

– The Office of Multicultural Affairs hosted bi-weekly, informal round-table discussions with students of color on varied topics of interest.

– Financial support for multicultural clubs and organizations has been increased.

– The Bias Incidents Response Team created in AY 02, continues to meet and deal with campus incidents involving students as they arise.

– The Women's Center established the Women of Color Alliance (woca), a coalition of students, staff and faculty of all racial and ethnic backgrounds. woca organized a round table discussion and a film screening as part of International Week this fall, and will facilitate dialogues on diversity in student residences throughout the year. woca is working toward creating the first Lehigh University Women of Color conference for students, staff, faculty and alums of Lehigh.

8. Diversity Training

Expand diversity training for student leaders and professional staff in student affairs (John Smeaton, Sharon Basso, Tom Dubreuil, Michelle Samuels).

| *Update:*

– Diversity remains a core piece of gryphon training. Gryphons have participated in a summer book reading experience for the past two years, first reading *Out and About Campus*, dealing with GLBT issues, and *Nickel and Dimed*, about issues related to class and socio-economic status.

– The gryphon society created REALITY, a gryphon diversity committee, responsible for providing diversity training and educational opportunities for the residence life staff, as well as monitoring the Dean of Students office to ascertain that all involved are maintaining focus on diversity.

– Eight diversity training experiences and a staff retreat were held for the Dean of Students office. Areas discussed included disabilities, hate speech, bias crimes, oppression, and individual, socio-economic and religious diversity.

9. Special Interest Housing

Enhance residential options in support of culturally diverse themes (Tom Dubreuil).

Update: UMOJA residence hall relocated to a house on the hill. The UMOJA students have been working to define their experience and are enjoying the living environment. Some first-year students have already requested to live in the house in the coming year. All indications are that it will be very successful.

10. Mentoring

Develop and implement mentoring program for incoming first-year students of color (Michelle Samuels, Lori Bolden).

Update: A pilot project is being developed which focuses on a mentoring program for the Air Products Scholars.

11. Academic Support

Enhance and expand academic support services for students from diverse backgrounds (Susan Lantz).

Update:

-Efforts were increased to provide academic support for students of color with disabilities. Thirteen students took advantage of support services in the past year.

- The Office of Academic Support consulted with the ESL office on writing skills and problem areas for students with disabilities versus ESL student populations. The two offices also collaborated to create a book reading and discussion program for international graduate students and their spouses, with the goals of providing a connection point to Lehigh and improving ESL skills.

12. Diversity Awareness

Incorporate diversity-related programs in Orientation and the First Year Student Program (Lori Bolden).

Update:

- The New Student Orientation Summer Reading Program was launched with the book, *Nickel and Dimed*.

- The Summer Reading Program partnered with the libraries, “On the Same Page” program and a campus-wide discussion was held in early September to discuss reactions to the book.

- The New Student Orientation program sponsors a flash video presentation that deals with college transition issues and includes information on diversity.

- In the effort to provide Lehigh undergraduate and graduate students from across the four colleges exposure to diversity, class, social responsibility, globalization, global citizenship, and empowerment, several academic courses are being offered for credit with a focus on these topics.

13. Admissions

Working with the admissions office, improve effectiveness of multicultural recruitment (Michelle Samuels, Stephan Coggs).

Update: The Office of Multicultural Affairs partnered with the Admissions office to plan outreach events for prospective students of color. (See Admissions Update for further details)

14. Alumni of Color

Launch revitalized Alumni of Color outreach initiative (Stephan Coggs).

Update:

- Safiya Jafari, a recent alumna, was hired in the Paul Franz internship to engage alumni of color with undergrads in UMOJA house.

- Three very successful alumni events occurred during 02-03. A core group of 30 Alumni of Color have indicated an interest in participating in/attending on-campus events and programs.

15. Compensation

Link merit increases to staff contribution to diversity goals (John Smeaton).

Update: Beginning with the '02 performance appraisals, contribution to diversity became a specific component in the assessment of all exempt staff in the Student Affairs division. Demonstrated commitment and contribution to diversity initiatives were factored into merit increase decisions.

ADDITIONAL DIVERSITY INITIATIVES

- There are numerous academic programs developed at Lehigh to address educational needs of students in grades K-12 in the greater Lehigh Valley and surrounding community school districts (i.e. S.T.A.R. Academies, High School Scholars, Science and Engineering Research Fair, CHOICES, Summer Internships, CAP Program, NSF STEM Project, etc.). More than 2,000 students, teachers, and numerous industry partners are impacted on an annual basis.
- The \$1.2M funded NSF STEM project is designed to enhance science, technology, engineering and mathematics in local school districts for women and students of color in grades 4-12. Participants in this three-year program include a diverse group of Lehigh faculty and administrators as well as graduate and undergraduate students in the STEM fields and K-12 teachers from Lehigh Valley schools.
- In 2002, several corporate executives participated in a successful interactive Diversity Forum at Lehigh. It was intended to provide insight on how industries are dealing with the issue of diversity and their perspectives were useful for policies in higher education. A video of this session was shown at other on-campus events and meetings, and Dr. Henry Odi, the executive director of academic outreach, spoke about the session and his work with diversity on campus.
- Accurate data collection has long been a problem as we have worked to address issues of diversity on campus. With the arrival of a new Vice Provost for Institutional Research and the establishment of the University Data Advisory Committee, we have developed a consistent set of definitions for various data elements and developed better mechanisms for tracking and capturing data.

APPENDIX A

Peer Undergraduate Enrollment Fall 2002

Institution (Ranked by enrollment)	Total Enrollment	Total Minority	Percent Minority	Total International	Percent International
Lafayette College	2,219	191	8.6%	108	4.9%
Brandeis	3,004	436	14.5%	186	6.2%
Case Western Reserve	3,147	677	21.5%	119	3.8%
Bucknell	3,382	381	11.3%	66	2.0%
Wake Forest	3,911	460	11.8%	34	0.9%
University of Rochester	4,439	924	20.8%	151	3.4%
Johns Hopkins	4,659	1,250	26.8%	316	6.8%
Lehigh	4,685	667	14.2%	136	2.9%
Tufts	4,827	1,402	29.0%	334	6.9%
Rensselaer Polytechnic Institute	5,080	1,077	21.2%	206	4.1%
Carnegie Mellon	5,234	1,715	32.8%	570	10.9%
William and Mary	5,595	874	15.6%	73	1.3%
Brown	5,705	1,531	26.8%	339	5.9%
Washington University (St Louis)	5,791	1,237	21.4%	265	4.6%
Georgetown	5,973	1,288	21.6%	268	4.5%
Duke	6,033	1,748	29.0%	263	4.4%
Vanderbilt	6,052	994	16.4%	123	2.0%
Emory	6,144	1,684	27.4%	196	3.2%
Villanova	6,603	864	13.1%	151	2.3%
Northwestern	7,768	2,133	27.5%	359	4.6%
University of Notre Dame	8,219	1,276	15.5%	257	3.1%
Cornell	8,486	2,567	30.3%	825	9.7%
George Washington University	8,892	1,690	19.0%	427	4.8%
Boston College	9,162	1,825	19.9%	146	1.6%
University of Pennsylvania	9,964	2,999	30.1%	877	8.8%
Syracuse	11,080	1,748	15.8%	330	3.0%
Boston University	15,521	3,071	19.8%	1,096	7.1%
New York University	17,206	4,683	27.2%	772	4.5%

Source: Fall 2002 IPEDS Enrollment Survey.

Note: Minority includes African-American, Asian-American, Latino/a, Native American and Mutli-Racial students.

APPENDIX B

Faculty Hiring Statistics

Year of First Appointment	Black	Asian	Hispanic	Minority	Males	Females	Female%
2003-2004	1	9	1	37.9%	19	10	34.5%
2002-2003	0	7	1	34.8%	11	12	52.2%
2001-2002	1	10	2	43.3%	21	9	30.0%

APPENDIX C

Full Time Faculty Gender: Total by College

	1996	1997	1998	1999	2000	2001	2002
Total	399	397	393	391	393	393	406
Female	83	83	81	76	79	82	90
Percent Female	21%	21%	21%	19%	20%	21%	22%

Arts and Sciences

Total Faculty	209	209	206	200	203	203	206
Female	57	59	56	53	59	60	63
Percent Female	27%	28%	27%	27%	29%	30%	31%

Business & Economics

Total Faculty	54	51	51	52	53	53	54
Female	8	8	9	9	7	8	9
Percent Female	15%	16%	18%	17%	13%	15%	17%

Engineering & Appl. Sci.

Total Faculty	110	113	114	114	113	113	118
Female	8	8	9	7	5	4	5
Percent Female	7%	7%	8%	6%	4%	4%	4%

Education

Total Faculty	26	24	22	25	24	24	28
Female	10	8	7	7	8	10	13
Percent Female	38%	33%	32%	28%	33%	42%	46%

Notes: (1) Full-time faculty defined as faculty with 75% or greater effort and employed as of October 15 of each year.

Source: Fall Faculty Census derived from BANNER and submitted to IPEDS Faculty Survey.

Full Time Faculty Ethnicity: Total by College

	<i>1996</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>	<i>2002</i>
Total	399	397	393	391	393	393	406
Minority	50	49	47	46	49	54	61
Percent Minority	13%	12%	12%	12%	12%	14%	15%
Arts and Sciences							
Total Faculty	209	209	206	200	203	203	206
Minority	20	20	18	19	20	22	23
Percent Minority	10%	10%	9%	10%	10%	11%	11%
Business & Economics							
Total Faculty	54	51	51	52	53	53	54
Minority	4	4	4	3	5	8	10
Percent Minority	7%	8%	8%	6%	9%	15%	19%
Education							
Total Faculty	26	24	22	25	24	24	28
Minority	3	3	3	3	3	2	3
Percent Minority	12%	13%	14%	12%	13%	8%	11%
Engineering & Appl. Sci.							
Total Faculty	110	113	114	114	113	113	118
Minority	23	22	22	21	21	22	25
Percent Minority	21%	19%	19%	18%	19%	19%	21%

Notes: (1) Full-time faculty defined as faculty with 75% or greater effort and employed as of October 15 of each year.

(2) "Other/Unknown" includes faculty with missing ethnicity and other ethnicities.

Source: Fall Faculty Census derived from BANNER and submitted to IPEDS Faculty Survey.